

Kentucky Career and Technical Education Curriculum Alignment Resource



FACS Essentials

FACS Essentials

Course Description:

This comprehensive course provides an opportunity for acquiring basic FACS Essentials and guides students to explore select specific areas for concentrated study. Emphasis is on family, employability skills, adolescent development, introduction to textiles, interiors and design, financial management, challenges of parenting, establishing healthy relationships, and creating a foundation for healthy lifestyles and nutrition. Leadership development will be provided through the Family, Career and Community Leaders of America.

Grade Level: 9 - 12

Credits: 1.0

Technical Content / Process

Students will:

1. examine personal values and character traits.
2. assess personal social skills and integrate an improvement plan.
3. identify and evaluate some positive and negative influences and consequences of peers on adolescent behavior, including high risk behaviors.
4. develop personal short-term and long-term SMART goals.
5. analyze the practical problems faced by families to balance the demands of work and family.
6. identify physical, psychological, social, economic, technology and health influences on personal wellness.
7. predict the results of accomplishing or failing to accomplish the developmental tasks of adolescence.
8. summarize ways of reducing or preventing teen pregnancy.
9. analyze financial, social, physical and emotional costs of parenthood.
10. demonstrate wise spending practices.
11. use the decision making process.
12. plan a personal budget.
13. calculate sales tax, price per unit, and sale discounts.
14. identify individual work habits/ethics (individual/team skills, confidentiality, problem solving, punctuality, self-discipline, communication skills) and explain their importance in the work place.
15. formulate a culminating assessment using comparison shopping techniques, budgeting practices and managing resources (i. e. STAR Events Life Event Planning).
16. analyze the causes and consequences of diet, exercise, rest and other substance choices on various body systems.
17. plan, prepare and evaluate a menu using current Dietary Guidelines for Americans and the USDA MyPlate (choosemyplate.gov).
18. identify proper kitchen equipment/utensils and demonstrate how to properly use them.
19. demonstrate and practice knowledge of food service safety and sanitation.
20. illustrate the design elements and principles.
21. compare and contrast societal housing trends within the United States.
22. utilize color schemes to create fashion apparel designs.
23. analyze career opportunities in the six Family and Consumer Sciences career majors.
24. demonstrate employability and social skills relevant to the career pathway.
25. utilize activities of the Family, Career and Community Leaders of America student organization as an integral component of course content and leadership development.
26. apply math, science and literacy skills within technical content.

Connections

- National Standards for Family and Consumer Sciences
- Partnership for 21st Century Skills
- Kentucky Academic Standards
- Standards for Mathematics and English/Language Arts
- Kentucky Occupational Skills Standards Assessment (KOSSA) Standards

Course Title	FACS Essentials	Grade Levels	9-10	Credit Value	1.0
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Prerequisites	none				
Unit Title	<u>Family, Career and Community Leaders of America</u>				

Technical Content

25. Students will utilize activities of the Family, Career and Community Leaders of America (FCCLA) student organization as an integral component of course content and leadership development.

National Standards

- 13.5.1 - Create an environment that encourages and respects the ideas, perspectives, and contributions of all group members.
- 13.5.3 - Demonstrate strategies that utilize the strengths and minimize the limitations of team members.
- 13.5.4 - Demonstrate techniques that develop team and community spirit.
- 13.5.5 - Demonstrate ways to organize and delegate responsibilities.
- 13.5.6 - Create strategies to integrate new members into the team.
- 13.5.7 - Demonstrate processes for cooperating, compromising, and collaborating.

KY Academic Standards (Big Idea)

Career Awareness, Exploration, Planning - Vocational Studies
Career awareness, exploration and planning gives students the opportunity to discover the various career areas that exist and introduce them to the realities involved with the workplace. Many factors need to be considered when selecting a career path and preparing for employment. Career awareness, exploration and planning will enable students to recognize the value of education, learn how to plan for careers and integrate academic subjects.
Employability Skills - Vocational Studies
Employability skills will focus on student’s competencies with their work habits and academic/technical skills that will impact an individual’s success in school and workplace. School-to-work transition skills will help students develop interpersonal skills and positive work habits.

English/Language Arts Standards

CC.9-10.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
CC.9-10.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
CC.9-10.SL.4 Presentation of Knowledge and Ideas: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Technical Literacy Standards

Reading / 9-10 / #3 – Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; attending to special cases or exceptions defined in the text.
Reading / 9-10 / #9 – Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.
Reading / 9-10 / #10 – By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.
Writing / 9-10 / #4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
Writing / 9-10 / #10 – Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Mathematics Standards

CC.9-12.S.IC.6 Evaluate reports based on data.*

21st Century Skills and Knowledge

- Collaboration
- Communication
- Creativity and Innovation
- Critical Thinking and Problem Solving
- Leadership and Responsibility
- Life and Career Skills
- Productivity and Accountability

KOSSA Standards

- 3001.AA.1 Utilize effective verbal and non-verbal communication skills
- 3001.AA.2 Participate in conversation, discussion, and group presentations
- 3001.AA.3 Communicate and follow directions/procedures
- 3001.AB.5 Demonstrate competence in organizing, writing, and editing using correct vocabulary, spelling, grammar, and punctuation
- 3001.AB.6 Demonstrate the ability to write clearly and concisely using industry specific terminology
- 3001.AC.1 Utilize critical-thinking skills to determine best options/outcomes (e.g., analyze reliable/unreliable sources of information, use previous experiences, implement crisis management, develop contingency planning)
- 3001.AC.2 Utilize innovation and problem-solving skills to arrive at the best solution for current situation
- 3001.AC.3 Implement effective decision-making skills
- 3001.EF.1 Recognize the characteristics of a team environment and conventional workplace
- 3001.EF.2 Contribute to the success of the team
- 3001.EF.3 Demonstrate effective team skills and evaluate their importance in the workplace (e.g., setting goals, listening, following directions, questioning, dividing work)
- 3001.EL.4 Discuss the importance of flexible career planning and career self-management

Learning Targets - Click here to view Sample Learner Activities

- Determine opportunities and benefits of membership in the FCCLA student organization.
- Discuss various leadership styles and evaluate personal style.
- Propose multiple opportunities for leadership.
- Identify the needs of the school and local community.
- Provide opportunities for service learning activities.

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Prerequisites	none				
Unit Title	<u>Personal Development</u>				

Technical Content

- 1. Students will examine personal values and character traits.
- 2. Students will assess personal social skills and integrate an improvement plan.
- 3. Students will identify and evaluate some positive and negative influences and consequences of peers on adolescent behavior, including high risk behaviors.
- 4. Students will develop personal short-term and long-term SMART goals.
- 6. Students will identify physical, psychological, social, economic, technology and health influences on personal wellness.

National Standards

- 1.1.3 - Analyze ways that individual career goals can affect the family's capacity to meet goals for all family members.
- 1.1.5 - Define goals for life-long learning and leisure opportunities for all family members.
- 1.2.3 - Apply communication skills in school, community and workplace settings.
- 7.5.3 - Illustrate coping or adjustment strategies and stress management practices for the participant, a caregiver, and family members.
- 13.1.6 - Demonstrate stress management strategies for family, work, and community settings.
- 13.2.1 - Analyze the effects of personal characteristics on relationships.
- 13.2.5 - Explain the effects of personal standards and behaviors on interpersonal relationships.
- 13.3.1 - Analyze communication styles and their effects on relationships.
- 13.3.2 - Demonstrate verbal and nonverbal behaviors and attitudes that contribute to effective communication.
- 13.3.7 - Analyze the roles and functions of communication in family, work, and community settings.

KY Academic Standards (Big Idea)

Personal Wellness (Health Education) - Practical Living
Wellness is maximum well-being or total health. Personal wellness is a combination of physical, mental, emotional, spiritual and social well-being. It involves making behavioral choices and decisions each day that promote an individual’s physical well-being, the prevention of illnesses and diseases and the ability to remain, physically, mentally, spiritually, socially and emotionally healthy.

English/Language Arts Standards

CC.9-10.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
CC.9-10.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

Technical Literacy Standards

Reading / 9-10 / #3 – Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; attending to special cases or exceptions defined in the text.
Reading / 9-10 / #4 – Determine the meaning of symbols, key terms, and other domain-specific words/phrases as they are used in specific scientific and technical context.
Reading / 9-10 / #5 – Analyze the structure of the relationships among concepts in a text, including relationships among key terms.
Reading / 9-10 / #10 – By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.
Writing / 9-10 / #1 – Write arguments focused on discipline-specific content.
Writing / 9-10 / #4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
Writing / 9-10 / #9 – Draw evidence from informational texts to support analysis, reflection, and research.
Writing / 9-10 / #10 – Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Mathematics Standards

- CC.9-12.S.IC.6 Evaluate reports based on data.*
- CC.9-12.S.MD.5 (+) Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values.*

21st Century Skills and Knowledge

- Collaboration
- Critical Thinking and Problem Solving
- Communication
- Leadership and Responsibility
- Social and Cross-Cultural Skills

KOSSA Standards

- 3007.AA.1 Utilize effective verbal and non-verbal communication skills
- 3007.AC.3 Implement effective decision-making skills
- 3007.EB.2 Demonstrate honesty and reliability
- 3007.EB.3 Demonstrate ethical characteristics and behaviors
- 3007.EA.1 Demonstrate enthusiasm and confidence about work and learning new tasks
- 3007.EA.2 Demonstrate consistent and punctual attendance
- 3007.EA.3 Demonstrate initiative in assuming tasks
- 3007.EA.6 Accept responsibility for personal decisions and actions
- 3007.EF.1 Recognize the characteristics of a team environment and conventional workplace
- 3007.EF.2 Contribute to the success of the team
- 3007.EF.3 Demonstrate effective team skills and evaluate their importance in the workplace (e.g., setting goals, listening, following directions, questioning, dividing work)
- 3007.EH.2 Implement conflict resolution strategies and problem-solving skills
- 3007.EN.1 Assume responsibility for safety of self and others
- 3007.OR.1 Examine processes for building and maintaining interpersonal relationships
- 3007.OS.3 Examine the effect of self-esteem and self-image on relationships
- 3007.OS.6 Analyze the impact drugs have on society
- 3007.OT.1 Examine communication styles and their effects on relationships

Learning Targets - Click here to view Sample Learner Activities

- Students will examine personal values.
- Define various positive character traits and how they relate to personal values.
- Identify the types and styles of communication and role play effective strategies for communication.
- Evaluate one’s own self-esteem and self-image.
- Apply problem solving techniques and incorporate team work to demonstrate positive work environment.
- Assess various situations for appropriate skills (i.e. self-discipline, confidentiality, punctuality).
- Develop short and long-term goals using the SMART goal-setting technique.
- Discuss steps of the decision making process.
- Identify physical, psychological, social, economic, technology and health influences.
- Determine techniques for managing personal stress.
- Identify positive and negative influences and consequences.
- Predict consequences of high risk behaviors and utilize the decision making process.

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Prerequisites	none				
Unit Title	Relationships				

Technical Content

5. Students will analyze the practical problems faced by families to balance the demands of work and family.

National Standards

- 6.1.2 - Analyze the role of family in transmitting societal expectations.
- 6.1.6 - Analyze the effects of change and transitions over the life course.
- 7.4.1 - Assess health, wellness, and safety issues of individual and families with a variety of disadvantaging conditions.
- 13.1.4 - Analyze factors that contribute to healthy and unhealthy relationships.
- 13.1.5 - Analyze processes for handling unhealthy relationships.

KY Academic Standards (Big Idea)

Employability Skills - Vocational Studies
Employability skills will focus on student’s competencies with their work habits and academic/technical skills that will impact an individual’s success in school and workplace. School-to-work transition skills will help students develop interpersonal skills and positive work habits.

Personal Wellness (Health Education) - Practical Living
Wellness is maximum well-being or total health. Personal wellness is a combination of physical, mental, emotional, spiritual and social well-being. It involves making behavioral choices and decisions each day that promote an individual’s physical well-being, the prevention of illnesses and diseases and the ability to remain, physically, mentally, spiritually, socially and emotionally healthy.

Cultures and Societies - Social Studies
Culture is the way of life shared by a group of people, including their ideas and traditions. Cultures reflect the values and beliefs of groups in different ways (e.g., art, music, literature, religion); however, there are universals (e.g., food, clothing, shelter, communication) connecting all cultures. Culture influences viewpoints, rules and institutions in a global society. Students should understand that people form cultural groups throughout the United States and the World, and that issues and challenges unite and divide them.

English/Language Arts Standards

CC.9-10.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

CC.9-10.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

Technical Literacy Standards

- Reading / 9-10 / #1 – Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
- Reading / 9-10 / #4 – Determine the meaning of symbols, key terms, and other domain-specific words/phrases as they are used in specific scientific and technical context.
- Reading / 9-10 / #10 – By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.
- Writing / 9-10 / #1 – Write arguments focused on discipline-specific content.
- Writing / 9-10 / #4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
- Writing / 9-10 / #8 – Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of specific task, purpose and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following standard format for citation.
- Writing / 9-10 / #9 – Draw evidence from informational texts to support analysis, reflection, and research.
- Writing / 9-10 / #10 – Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Mathematics Standards

CC.9-12.S.IC.6 Evaluate reports based on data.*

21st Century Skills and Knowledge

- Communication
- Flexibility and Adaptability
- Critical Thinking and Problem Solving

KOSSA Standards

- 3007.AC.2 Utilize innovation and problem-solving skills to arrive at the best solution for current situation
- 3007.EN.1 Assume responsibility for safety of self and others
- 3007.EN.3 Manage personal health and wellness
- 3007.OM.1 Examine family as the basic unit of society
- 3007.OQ.4 Highlight the importance of friends, family, and community relationships for an individual with a variety of disadvantaging conditions
- 3007.OR.3 Compare physical, emotional, and intellectual responses in stable/unstable relationships
- 3007.OR.4 Determine factors that contribute to healthy and unhealthy relationships
- 3007.OR.5 Explore processes for handling unhealthy relationships
- 3007.OS.1 Examine the impact of personal characteristics on relationships
- 3007.OS.3 Examine the effect of self-esteem and self-image on relationships
- 3007.OT.1 Examine communication styles and their effects on relationships
- 3007.OT.2 Examine barriers to communication in family and community settings
- 3007.OU.2 Determine how similarities and differences among people affect conflict prevention and management

Learning Targets - Click here to view Sample Learner Activities

- Identify the benefits of positive friendships.
- Differentiate between healthy and unhealthy relationships.
- Assess characteristics of abusive relationships and strategies for prevention.
- Explore possible consequences and long-term effects of sexual activity (i.e. STD's / STI's, emotional stress, etc.).
- Review male and female reproductive systems.
- Characterize the types of families and the family life cycle.
- Analyze the practical problems faced by families.

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Prerequisites	none				
Unit Title	<u>Parenting and Child Development</u>				

Technical Content

- 7. Students will predict the results of accomplishing or failing to accomplish the developmental tasks of adolescence.
- 8. Students will summarize ways of reducing or preventing teen pregnancy.
- 9. Students will analyze financial, social, physical and emotional costs of parenthood.

National Standards

- 4.2.2 - Apply a variety of assessment methods to observe and interpret children's growth and development.
- 4.2.4 - Analyze abilities and needs of children and their effects on children's growth and development.
- 12.2.2 - Analyze the impact of social, economic, and technological forces on individual growth and development.
- 15.1.1 - Analyze parenting roles across the life span.
- 15.1.2 - Analyze expectations and responsibilities of parenting.
- 15.1.3 - Analyze consequences of parenting practices to the individual, family, and society.
- 15.1.4 - Analyze societal conditions that influence parenting across the life span.
- 15.1.5 - Explain cultural differences in roles and responsibilities of parenting.
- 15.4.1 - Analyze biological processes related to prenatal development, birth, and health of child and mother.
- 15.4.2 - Analyze the emotional factors of prenatal development and birth in relation to the health of parents and child.

KY Academic Standards (Big Idea)

Biological Change (Biological Science) - Science

The only thing certain is that everything changes. At the high school level, students evaluate the role natural selection plays in the diversity of species. Modern ideas of evolution provide a scientific explanation for three main sets of observable facts about life on Earth: the enormous number of different life forms we see about us, the systematic similarities in anatomy and molecular chemistry we see within that diversity, and the sequence of changes in fossils found in successive layers of rock that have been formed over more than a billion years.

Consumer Decisions - Vocational Studies

Individual and families need to make consumer decisions due to the numerous products/services on the market, multiple advertising techniques, and the need to make responsible financial management decisions. Accessing and assessing consumer information, comparing and evaluating products and services, provides basis for making effective consumer decisions. Consumer decisions influence the use of resources and the impact they have on the community and environment.

English/Language Arts Standards

- CC.9-10.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
- CC.9-10.SL.4 Presentation of Knowledge and Ideas: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Technical Literacy Standards

- Reading / 9-10 / #2 – Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.
- Reading / 9-10 / #4 – Determine the meaning of symbols, key terms, and other domain-specific words/phrases as they are used in specific scientific and technical context.
- Reading / 9-10 / #5 – Analyze the structure of the relationships among concepts in a text, including relationships among key terms.
- Reading / 9-10 / #9 – Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.
- Reading / 9-10 / #10 – By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.
- Writing / 9-10 / #1 – Write arguments focused on discipline-specific content.
- Writing / 9-10 / #4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
- Writing / 9-10 / #7 – Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- Writing / 9-10 / #9 – Draw evidence from informational texts to support analysis, reflection, and research.
- Writing / 9-10 / #10 – Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Mathematics Standards

- CC.9-12.S.IC.6 Evaluate reports based on data.*
- CC.9-12.S.MD.5 (+) Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values.*

21st Century Skills and Knowledge

- Critical Thinking and Problem Solving
- Financial, Economic, Business and Entrepreneurial Literacy
- Flexibility and Adaptability
- Leadership and Responsibility

KOSSA Standards

- 3003.AA.2 Participate in conversation, discussion, and group presentations
- 3003.AA.3 Communicate and follow directions/procedures
- 3003.AD.4 Use tables, graphs, diagrams, and charts to obtain or convey information
- 3003.OH.1 Examine physical, emotional, social, and intellectual development
- 3003.OH.2 Examine interrelationships among physical, emotional, social, and intellectual aspects of human growth and development
- 3003.OJ.1 Examine the role of nurturance on human growth and development
- 3003.OI.1 Investigate the impact of heredity and environment on human growth and development
- 3003.OK.1 Examine parenting roles across the life span
- 3003.OK.2 Examine expectations and responsibilities of parenting
- 3003.OK.3 Determine consequences of parenting practices to the individual, family, and society
- 3003.ON.2 Consider the emotional factors of prenatal development and birth in relation to the health of the parents and child

Learning Targets - Click here to view Sample Learner Activities

- Identify the stages of human growth and development.
- Determine developmental areas and examples of each.
- Evaluate each developmental task of adolescence.
- Research financial, social, physical and emotional costs of parenthood.
- Propose ways of reducing or preventing teen pregnancy.
- Predict impacts of teen pregnancy on one's personal life.

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Prerequisites	none				
Unit Title	Fundamentals of Teaching				

Technical Content

23. Students will analyze career opportunities in the six Family and Consumer Sciences career majors.

National Standards

- 4.1.1 - Explain the roles and functions of individuals engaged in early childhood, education, and services.
- 4.1.2 - Analyze opportunities for employment and entrepreneurial endeavors.
- 4.1.3 - Summarize education and training requirements and opportunities for career paths in early childhood, education, and services.

KY Academic Standards (Big Idea)

Career Awareness, Exploration, Planning - Vocational Studies
 Career awareness, exploration and planning gives students the opportunity to discover the various career areas that exist and introduce them to the realities involved with the workplace. Many factors need to be considered when selecting a career path and preparing for employment. Career awareness, exploration and planning will enable students to recognize the value of education, learn how to plan for careers and integrate academic subjects.
 Employability Skills - Vocational Studies
 Employability skills will focus on student’s competencies with their work habits and academic/technical skills that will impact an individual’s success in school and workplace. School-to-work transition skills will help students develop interpersonal skills and positive work habits.

English/Language Arts Standards

CC.9-10.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

Technical Literacy Standards

Reading / 9-10 / #4 – Determine the meaning of symbols, key terms, and other domain-specific words/phrases as they are used in specific scientific and technical context.
 Reading / 9-10 / #10 – By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.
 Writing / 9-10 / #1 – Write arguments focused on discipline-specific content.
 Writing / 9-10 / #4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
 Writing / 9-10 / #7 – Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation
 Writing / 9-10 / #9 – Draw evidence from informational texts to support analysis, reflection, and research.
 Writing / 9-10 / #10 – Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Mathematics Standards

CC.9-12.S.IC.6 Evaluate reports based on data.*

21st Century Skills and Knowledge

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Leadership and Responsibility
- Life and Career Skills
- Productivity and Accountability

KOSSA Standards

- 3007.AA.1 Utilize effective verbal and non-verbal communication skills
- 3007.AA.2 Participate in conversation, discussion, and group presentations
- 3007.AA.3 Communicate and follow directions/procedures
- 3007.AB.3 Identify relevant details, facts, and specifications
- 3007.AC.1 Utilize critical-thinking skills to determine best options/outcomes (e.g., analyze reliable/unreliable sources of information, use previous experiences, implement crisis management, develop contingency planning)
- 3007.EK.2 Define jobs associated with a specific career path or profession

AAFCS Pre-PAC Competencies

- 1B - Explain personal characteristics, abilities, knowledge, and skills needed to work in education careers.
- 1C - Understand ethical and legal standards and principles that impact education careers.
- 5A - Examine how a variety of teaching strategies impact student learning.

Learning Targets - [Click here to view Sample Learner Activities](#)

- Differentiate between qualities of effective and ineffective teachers.
- Explore daily roles and responsibilities of teachers through a variety of activities and opportunities.

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Prerequisites	none				

Unit Title

Consumer Decision Making

Technical Content

- 10. Students will demonstrate wise spending practices.
- 11. Students will use the decision making process.
- 12. Students will plan a personal budget.
- 13. Studnets will calculate sales tax, price per unit, and sale discounts.
- 15. Students will formulate a culminating assessment using comparison shopping techniques, budgeting practices and managing resources (i. e. STAR Events Life Event Planning).

National Standards

- 2.1.1 - Apply management and planning skills and processes to organize tasks and responsibilities.
- 2.4.1 - Summarize types of technology that affect family and consumer decision-making.
- 2.5.1 - Analyze the use of resources in making choices that satisfy needs and wants of individuals and families.
- 2.5.2 - Analyze individual and family roles in the economic system.
- 2.6.1 - Evaluate the need for personal and family financial planning.
- 2.6.2 - Apply management principles to individual and family financial practices.
- 3.3.1 - Explain the effects of the economy on personal income, individual and family security, and consumer decisions.
- 3.3.2 - Demonstrate components of a financial planning process that reflect the distinction between needs, wants, values, goals, and economic resources.
- 3.3.3 - Analyze the effect of consumer credit in long-term financial planning.
- 3.3.4 - Compare investment and savings alternatives.
- 3.5.3 - Analyze features, prices, product information, styles, and performance of consumer goods for potential trade-offs among the components.

KY Academic Standards (Big Idea)

Consumer Decisions - Vocational Studies

Individual and families need to make consumer decisions due to the numerous products/services on the market, multiple advertising techniques, and the need to make responsible financial management decisions. Accessing and assessing consumer information, comparing and evaluating products and services, provides basis for making effective consumer decisions. Consumer decisions influence the use of resources and the impact they have on the community and environment.

Economics - Social Studies

Economics includes the study of production, distribution and consumption of goods and services. Students need to understand how their economic decisions affect them, others, the nation and the world. The purpose of economic education is to enable individuals to function effectively both in their own personal lives and as citizens and participants in an increasingly connected world economy. Students need to understand the benefits and costs of economic interaction and interdependence among people, societies, and governments.

Financial Literacy - Vocational Studies

Financial literacy provides knowledge so that students are responsible for their personal economic well-being. As consumers, individuals need economic knowledge as a base for making financial decisions impacting short and long term goals throughout one’s lifetime. Financial literacy will empower students by providing them with the knowledge, skills and awareness needed to establish a foundation for a future of financial responsibility and economic independence.

English/Language Arts Standards

- CC.9-10.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
- CC.9-10.SL.4 Presentation of Knowledge and Ideas: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Technical Literacy Standards

- Reading / 9-10 / #4 – Determine the meaning of symbols, key terms, and other domain-specific words/phrases as they are used in specific scientific and technical context.
- Reading / 9-10 / #5 – Analyze the structure of the relationships among concepts in a text, including relationships among key terms.
- Reading / 9-10 / #7 – Translate quantitative or technical information expressed in words in a text into visual form (e.g. chart / table) and translate information expressed visually or mathematically (e.g. in an equation) into words.
- Reading / 9-10 / #10 – By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.
- Writing / 9-10 / #4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
- Writing / 9-10 / #7 – Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- Writing / 9-10 / #10 – Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Mathematics Standards

- CC.9-12.N.VM.4 (+) Add and subtract vectors.
- CC.9-12.A.SSE.1 Interpret expressions that represent a quantity in terms of its context.*
- CC.9-12.A.SSE.4 Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems. For example, calculate mortgage payments.*
- CC.9-12.A.CED.3 Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.*
- CC.9-12.S.IC.6 Evaluate reports based on data.*
- CC.9-12.S.MD.5 (+) Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values.*
- CC.9-12.S.MD.7 (+) Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).*

21st Century Skills and Knowledge

- Critical Thinking and Problem Solving
- Financial, Economic, Business and Entrepreneurial Literacy
- Life and Career Skills

KOSSA Standards

- 3007.AA.2 Participate in conversation, discussion, and group presentations
- 3007.AA.3 Communicate and follow directions/procedures
- 3007.AC.1 Utilize critical-thinking skills to determine best options/outcomes (e.g., analyze reliable/unreliable sources of information, use previous experiences, implement crisis management, develop contingency planning)
- 3007.AC.2 Utilize innovation and problem-solving skills to arrive at the best solution for current situation
- 3007.AC.3 Implement effective decision-making skills
- 3007.AD.1 Perform basic and higher level math operations (e.g., addition, subtraction, multiplication, division, decimals, fractions, units of conversion, averaging, percentage, proportion, ratios)
- 3007.AD.5 Use deductive reasoning and problem-solving in mathematics
- 3007.AE.1 Locate, evaluate, and apply personal financial information
- 3007.AE.2 Identify the components of a budget and how one is created
- 3007.AE.3 Set personal financial goals and develop a plan for achieving them
- 3007.AE.4 Use financial services effectively
- 3007.OA.1 Apply management, planning skills, and processes to organize tasks and responsibilities
- 3007.OA.2 Examine how individuals and families make choices to satisfy needs and wants
- 3007.OC.1 Examine state and federal policies/laws providing consumer protection
- 3007.OC.2 Investigate how policies become laws related to consumer rights
- 3007.OC.3 Examine skills used in seeking information related to consumer rights
- 3007.OE.1 Examine the use of resources in making choices that satisfy needs and wants of individuals and families
- 3007.OH.1 Explain the impact of the economic system on personal income, individual/family security, and consumer decisions
- 3007.OH.2 Examine components of a financial planning process that reflects the distinction between needs, wants, values, goals, and economic resources

Learning Targets - [Click here to view Sample Learner Activities](#)

Differentiate between needs and wants.

Identify and describe consumer rights and responsibilities.

Demonstrate behaviors that conserve, reuse, and recycle resources to maintain the environment.

Characterize various spending practices (i.e. checking account, debit card, credit card, etc.).

Calculate sales tax, price per unit, and sale discounts.

Identify advertising techniques and key concepts of each.

Examine advertisements and label each advertising technique.

Research qualities and characteristics of products.

Critique and evaluate a family budget scenario.

Create a balanced family budget using financial management strategies.

Identify the importance and long-term rewards of saving and investing your funds.

Formulate an assessment using comparison shopping techniques, budgeting practices and managing resources (i.e. STAR Events Life Event Planning).

Course Title	FACS Essentials	Grade Levels	9-10	Credit Value	1.0
Description	This comprehensive course provides an opportunity for acquiring basic FACS Essentials and guides students to explore select specific areas for concentrated study. Emphasis is on family, employability skills, adolescent development, introduction to textiles, interiors and design, financial management, challenges of parenting, establishing healthy relationships, and creating a foundation for healthy lifestyles and nutrition. Leadership development will be provided through the Family, Career and Community Leaders of America (FCCLA) student organization.				
Prerequisites	none				
Unit Title	<u>Hospitality, Recreation and Tourism</u>				

Technical Content

23. Students will analyze career opportunities in the six Family and Consumer Sciences career majors.

National Standards

- 10.3.1 - Apply industry standards for service methods that meet expectations of guests or customers.
- 10.3.2 - Analyze the relationship between employee attitude, appearance, and actions and guest or customer satisfaction.
- 10.3.3 - Apply a system to evaluate and resolve employee, employer, guest, or customer complaints.
- 10.3.4 - Analyze effects of customer relations on success of the hospitality, tourism, and or recreation industry.
- 10.3.5 - Analyze effects of customer relations on meeting the hospitality, tourism, and recreation needs of special populations.
- 10.6.2 - Design themes, time lines, budgets, agendas, and itineraries.

KY Academic Standards (Big Idea)

Employability Skills - Vocational Studies
Employability skills will focus on student’s competencies with their work habits and academic/technical skills that will impact an individual’s success in school and workplace. School-to-work transition skills will help students develop interpersonal skills and positive work habits.
Research, Inquiry/Problem-Solving and Innovation - Technology
Students understand the role of technology in research and experimentation. Students engage technology in developing solutions for solving problems in the real world. Students will use technology for original creation and innovation.

English/Language Arts Standards

CC.9-10.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CC.9-10.SL.4 Presentation of Knowledge and Ideas: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Technical Literacy Standards

Reading / 9-10 / #4 – Determine the meaning of symbols, key terms, and other domain-specific words/phrases as they are used in specific scientific and technical context.
Reading / 9-10 / #10 – By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.
Writing / 9-10 / #4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
Writing / 9-10 / #10 – Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Mathematics Standards

CC.9-12.S.IC.6 Evaluate reports based on data.*

21st Century Skills and Knowledge

Financial, Economic, Business and Entrepreneurial Literacy
Global Awareness
Life and Career Skills

KOSSA Standards

3001.AA.4 Communicate effectively with customers and co-workers

3001.EI.1 Recognize the importance of and demonstrate how to properly acknowledge customers/clients

3001.EI.2 Identify and address needs of customers/clients

3001.EI.3 Provide helpful, courteous, and knowledgeable service

3001.EI.4 Identify appropriate channels of communication with customers/clients (e.g., phone call, face-to-face, e-mail, website)

3001.EI.5 Identify techniques to seek and use customer/client feedback to improve company services

3001.EI.6 Recognize the relationship between customer/client satisfaction and company success

3001.OJ.1 Practice service methods which exceed the expectations of customers

3001.OJ.2 Determine the relationship between employees' attitudes and actions and customer satisfactions

3001.OJ.3 Employ strategies for resolving complaints

3001.OJ.4 Measure the impact customer relations have on success of the hospitality

3001.OJ.5 Measure the impact customer relations have on the needs of special populations

3001.OH.1 Determine the roles and functions of individuals engaged in hospitality, tourism, and recreation careers

3001.OH.2 Examine education and training requirements and opportunities for career paths in hospitality, tourism, and recreation

3001.OH.3 Examine the impact of hospitality, tourism, and recreation occupations on local, state, national, and global economies

3001.OH.4 Match employee responsibilities to employer expectations

Learning Targets - Click here to view Sample Learner Activities

Research types of businesses within the hospitality industry.

Identify the qualities of effective customer service and its role on the success of the business / customer retention.

Course Title	FACS Essentials	Grade Levels	9-10	Credit Value	1.0
Description	This comprehensive course provides an opportunity for acquiring basic FACS Essentials and guides students to explore select specific areas for concentrated study. Emphasis is on family, employability skills, adolescent development, introduction to textiles, interiors and design, financial management, challenges of parenting, establishing healthy relationships, and creating a foundation for healthy lifestyles and nutrition. Leadership development will be provided through the Family, Career and Community Leaders of America (FCCLA) student organization.				
Prerequisites	none				
Unit Title	<u>Nutrition and Foods</u>				

Technical Content

- 6. Students will identify physical, psychological, social, economic, technology and health influences on personal wellness.
- 16. Students will analyze the causes and consequences of diet, exercise, rest and other substance choices on various body systems.
- 17. Students will plan, prepare and evaluate a menu using current Dietary Guidelines for Americans and the USDA MyPlate (choosemyplate.gov.).
- 18. Students will identify proper kitchen equipment/utensils and demonstrate how to properly use them.
- 19. Students will demonstrate and practice knowledge of food service safety and sanitation.

National Standards

- 8.2.1 - Identify characteristics of major food borne pathogens, their role in causing illness, foods involved in outbreaks, and methods of prevention.
- 8.2.7 - Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods, between raw and ready-to-eat foods, and between animal and fish sources and
- 8.4.2 - Apply menu-planning principles to develop and modify menus.
- 8.5.1 - Demonstrate professional skills in safe handling of knives, tools, and equipment.
- 9.2.1 - Analyze factors that contribute to food borne illness.
- 9.2.5 - Demonstrate practices and procedures that assure personal and workplace health and hygiene.
- 9.3.2 - Analyze nutritional data.
- 9.4.1 - Analyze nutritional needs of individuals.
- 14.2.3 - Analyze the effects of food and diet fads, food addictions, and eating disorders on wellness.
- 14.2.4 - Analyze sources of food and nutrition information, including food labels, related to health and wellness.
- 14.3.1 - Apply various dietary guidelines in planning to meet nutrition and wellness needs.

KY Academic Standards (Big Idea)

Lifetime Physical Wellness (Physical Education) - Practical Living

Lifetime wellness is health-focused. The health-related activities and content utilized are presented to help students become more responsible for their overall health status and to prepare each student to demonstrate knowledge and skills that promote physical activity throughout their lives. Physical education uses physical activity as a means to help students acquire skills, fitness, knowledge and attitudes that contribute to their optimal development and well-being. Physical, mental, emotional and social health is strengthened by regular involvement in physical activities.

Nutrition (Health Education) - Practical Living

Proper nutrition is critical to good health. To maintain a healthy weight, good dietary habits and physical activity are essential. Nutritious foods are necessary for growth, development and maintenance of healthy bodies.

Personal Wellness (Health Education) - Practical Living

Wellness is maximum well-being or total health. Personal wellness is a combination of physical, mental, emotional, spiritual and social well-being. It involves making behavioral choices and decisions each day that promote an individual's physical well-being, the prevention of illnesses and diseases and the ability to remain, physically, mentally, spiritually, socially and emotionally healthy.

English/Language Arts Standards

CC.9-10.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

CC.9-10.W.2.a Text Types and Purposes: Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

CC.9-10.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

Technical Literacy Standards

- Reading / 9-10 / #1 – Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
- Reading / 9-10 / #3 – Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; attending to special cases or exceptions defined in the text.
- Reading / 9-10 / #5 – Analyze the structure of the relationships among concepts in a text, including relationships among key terms.
- Reading / 9-10 / #7 – Translate quantitative or technical information expressed in words in a text into visual form (e.g. chart / table) and translate information expressed visually or mathematically (e.g. in an equation) into words.
- Reading / 9-10 / #10 – By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.
- Writing / 9-10 / #1 – Write arguments focused on discipline-specific content.
- Writing / 9-10 / #2 – Write informative / explanatory texts, including narration of historical events, scientific procedures / experiments, or technical processes.
- Writing / 9-10 / #4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
- Writing / 9-10 / #7 – Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- Writing / 9-10 / #9 – Draw evidence from informational texts to support analysis, reflection, and research.
- Writing / 9-10 / #10 – Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Mathematics Standards

- CC.9-12.A.SSE.1 Interpret expressions that represent a quantity in terms of its context.*
- CC.9-12.A.CED.3 Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.*
- CC.9-12.S.IC.6 Evaluate reports based on data.*

21st Century Skills and Knowledge

- Collaboration
- Critical Thinking and Problem Solving
- Health Literacy
- Initiative and Self-Direction
- Life and Career Skills

KOSSA Standards

- 3002.AA.3 Communicate and follow directions/procedures
- 3002.AB.1 Locate and interpret written information
- 3002.AB.3 Identifies relevant details, facts, and specifications
- 3002.AB.4 Record information accurately and completely
- 3002.EN.1 Assume responsibility for safety of self and others
- 3002.EN.2 Follow safety guidelines in the workplace
- 3002.EN.3 Manage personal health and wellness
- 3002.OB.1 Determine pathogens found in food and their role in causing illness
- 3002.OB.2 Employ food service management safety/sanitation program procedures
- 3002.OB.5 Practice good personal hygiene/health procedures and report symptoms of illness
- 3002.OB.7 Demonstrate food handling and preparation techniques that prevent cross contamination between raw and ready-to-eat foods, between animal or fish sources, and other food products
- 3002.OB.11 Demonstrate ability to maintain necessary records to document time and temperature control, maintenance of equipment, and other elements of food preparation, storage, and presentation
- 3002.OC.1 Operate tools and equipment following procedures and OSHA requirements
- 3002.OC.3 Demonstrate procedures for cleaning and sanitizing equipment
- 3002.OC.6 Apply and use laboratory techniques safely
- 3002.OD.2 Apply menu planning principles to develop and modify menus
- 3002.OE.3 Utilize weights and measures to demonstrate proper scaling and measurement technique

- 3002.OI.1 Determine nutrient requirements across the life span addressing the diversity of people, culture, and religions
- 3002.OI.2 Appraise and interpret nutritional data
- 3002.OI.5 Critique the selection of foods to promote a healthy lifestyle
- 3002.OI.6 Categorize foods into exchange groups and plan menus, applying the exchange system to meet various nutrient needs
- 3002.OJ.5 Instruct individuals on nutrition for health maintenance and disease prevention
- 3002.OL.11 Describe human maintenance and weight gain/loss
- 3002.ON.1 Assess the effect of nutrients on health, appearance, and peak performance
- 3002.ON.2 Research the relationship of nutrition and wellness to individual and family health throughout the life span
- 3002.ON.3 Assess the impact of food and diet fads, food addictions, and eating disorders on wellness
- 3002.ON.4 Appraise sources of food and nutrition information, including food labels, related to health and wellness
- 3002.OO.1 Apply various dietary guidelines in planning to meet nutrition and wellness needs
- 3002.OO.2 Design strategies that meet the health, nutrition, and requirements of individuals and families with special needs
- 3002.OP.1 Determine conditions and practices that promote safe food handling

Learning Targets - [Click here to view Sample Learner Activities](#)

- Plan, prepare and evaluate a menu using current Dietary Guidelines for Americans and the USDA MyPlate ([choosemyplate.gov](#)).
- Review the 6 essential nutrients and their primary function(s) and sources.
- Identify the components of a nutrition facts panel and analyze their role(s) in your daily food intake.
- Analyze the causes and consequences of diet, exercise, rest and other substance choices on various body systems.
- Differentiate between the three major types of eating disorders (Anorexia Nervosa / Bulimia Nervosa / Binge Eating Disorder) and their long-term effects on the human body.
- Identify and demonstrate how to properly use common kitchen equipment and utensils.
- Research the various types of food borne illnesses.
- Identify causes of food borne illnesses (cross-contamination, poor hygiene, TDZ) and prevention techniques.
- Demonstrate and practice appropriate food safety and sanitation.

Course Title	FACS Essentials	Grade Levels	9-10	Credit Value	1.0
Description	This comprehensive course provides an opportunity for acquiring basic FACS Essentials and guides students to explore select specific areas for concentrated study. Emphasis is on family, employability skills, adolescent development, introduction to textiles, interiors and design, financial management, challenges of parenting, establishing healthy relationships, and creating a foundation for healthy lifestyles and nutrition. Leadership development will be provided through the Family, Career and Community Leaders of America (FCCLA) student organization.				
Prerequisites	none				

Unit Title

Fashion and Interior Design

Technical Content

- 20. Students will illustrate the design elements and principles.
- 21. Students will compare and contrast societal housing trends within the United States.
- 22. Students will utilize color schemes to create fashion apparel designs.

National Standards

- 11.2.1 - Evaluate the use of elements and principles of design in housing and commercial and residential interiors.
- 11.3.6 - Demonstrate design processes such as determining the scope of the project, programming, research, concept development, proposal, schematic design, design drawing, and design presentation
- 16.3.3 - Utilize elements and principles of design in designing, constructing, and/or altering textile, apparel, and fashion products.

KY Academic Standards (Big Idea)

Career Awareness, Exploration, Planning - Vocational Studies

Career awareness, exploration and planning gives students the opportunity to discover the various career areas that exist and introduce them to the realities involved with the workplace. Many factors need to be considered when selecting a career path and preparing for employment. Career awareness, exploration and planning will enable students to recognize the value of education, learn how to plan for careers and integrate academic subjects.

Cultures and Societies - Social Studies

Culture is the way of life shared by a group of people, including their ideas and traditions. Cultures reflect the values and beliefs of groups in different ways (e.g., art, music, literature, religion); however, there are universals (e.g., food, clothing, shelter, communication) connecting all cultures. Culture influences viewpoints, rules and institutions in a global society. Students should understand that people form cultural groups throughout the United States and the World, and that issues and challenges unite and divide them.

English/Language Arts Standards

CC.9-10.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

Technical Literacy Standards

- Reading / 9-10 / #3 – Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; attending to special cases or exceptions defined in the text.
- Reading / 9-10 / #4 – Determine the meaning of symbols, key terms, and other domain-specific words/phrases as they are used in specific scientific and technical context.
- Reading / 9-10 / #10 – By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.
- Writing / 9-10 / #2 – Write informative / explanatory texts, including narration of historical events, scientific procedures / experiments, or technical processes.
- Writing / 9-10 / #4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
- Writing / 9-10 / #10 – Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Mathematics Standards

- CC.9-12.G.CO.1 Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.
- CC.9-12.S.IC.6 Evaluate reports based on data.*

21st Century Skills and Knowledge

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Productivity and Accountability
- Life and Career Skills
- Social and Cross-Cultural Skills

KOSSA Standards

- 3008.AA.3 Communicate and follow directions/procedures
- 3008.AB.1 Locate and interpret written information
- 3008.AB.3 Identify relevant details, facts, and specifications
- 3008.AB.6 Demonstrate the ability to write clearly and concisely using industry specific terminology
- 3008.AD.1 Perform basic and higher level math operations (e.g., addition, subtraction, multiplication, division, decimals, fractions, units of conversion, averaging, percentage, proportion, ratios)
- 3008.AD.2 Solve problems using measurement skills (e.g., distance, weight, area, volume)
- 3008.EN.2 Follow safety guidelines in the workplace
- 3008.OC.1 Determine the principles and elements of design
- 3008.OC.2 Determine the psychological impact that the principles and elements of design have on the individual
- 3008.OC.3 Determine the effects that the principles and elements of design have on aesthetics and function
- 3008.OJ.2 Apply basic and complex color schemes/color theory to develop and enhance visual effects
- 3008.OJ.3 Utilize elements and principles of design in designing, constructing, and/or altering textiles products
- 3008.OK.1 Use a variety of equipment, tools, and supplies for apparel and textiles construction, alteration, and repair
- 3008.OK.2 Apply and use laboratory techniques and equipment safely
- 3008.OK.6 Demonstrate basic skills for producing and altering textiles products and apparel

Learning Targets - [Click here to view Sample Learner Activities](#)

- Characterize the design elements and principles.
- Illustrate proper use of each element and principle of design.
- Produce a fashion and/or interior product utilizing the design elements and principles.
- Compare and contrast societal housing trends within the United States.

Course Title	FACS Essentials	Grade Levels	9-10	Credit Value	1.0
Description	This comprehensive course provides an opportunity for acquiring basic FACS Essentials and guides students to explore select specific areas for concentrated study. Emphasis is on family, employability skills, adolescent development, introduction to textiles, interiors and design, financial management, challenges of parenting, establishing healthy relationships, and creating a foundation for healthy lifestyles and nutrition. Leadership development will be provided through the Family, Career and Community Leaders of America (FCCLA) student organization.				
Prerequisites	none				
Unit Title	Careers				

Technical Content

- 14. Students will identify individual work habits/ethics (individual/team skills, confidentiality, problem solving, punctuality, self-discipline, communication skills) and explain their importance in the work place.
- 23. Students will analyze career opportunities in the six Family and Consumer Sciences career majors.
- 24. Students will demonstrate employability and social skills relevant to the career pathway.

National Standards

- 1.2.1 - Analyze potential career choices to determine the knowledge, skills, and attitudes associated with each career.
- 1.2.2 - Demonstrate job seeking and job keeping skills.
- 3.1.1 - Explain roles and functions of individuals engaged in consumer service careers.
- 3.1.2 - Analyze opportunities for employment and entrepreneurial endeavors.
- 3.1.3 - Summarize education and training requirements and opportunities for career paths in consumer services.
- 4.1.1 - Explain the roles and functions of individuals engaged in early childhood, education, and services.
- 4.1.3 - Summarize education and training requirements and opportunities for career paths in early childhood, education, and services.
- 7.1.1 - Explain the roles and functions of individuals engaged in family and community services careers.
- 7.1.3 - Summarize education and training requirements and opportunities for career paths in family & community services.
- 8.1.1 - Explain the roles, duties, and functions of individuals engaged in food production and services careers.
- 8.1.3 - Summarize education and training requirements and opportunities for career paths in food production and services.
- 9.1.1 - Explain the roles and functions of individuals engaged in food science, food technology, dietetics, and nutrition careers.
- 9.1.3 - Summarize education and training requirements and opportunities for career paths in food science, food technology, dietetics, and nutrition.
- 10.1.1 - Explain the roles and functions of individuals engaged in hospitality, tourism, and recreation careers.
- 10.1.3 - Summarize education and training requirements and opportunities for career paths in hospitality, tourism, and recreation careers.

KY Academic Standards (Big Idea)

Career Awareness, Exploration, Planning - Vocational Studies

Career awareness, exploration and planning gives students the opportunity to discover the various career areas that exist and introduce them to the realities involved with the workplace. Many factors need to be considered when selecting a career path and preparing for employment. Career awareness, exploration and planning will enable students to recognize the value of education, learn how to plan for careers and integrate academic subjects.

Employability Skills - Vocational Studies

Employability skills will focus on student’s competencies with their work habits and academic/technical skills that will impact an individual’s success in school and workplace. School-to-work transition skills will help students develop interpersonal skills and positive work habits.

English/Language Arts Standards

CC.9-10.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CC.9-10.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

CC.9-10.SL.4 Presentation of Knowledge and Ideas: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Technical Literacy Standards

- Reading / 9-10 / #4 – Determine the meaning of symbols, key terms, and other domain-specific words/phrases as they are used in specific scientific and technical context.
- Reading / 9-10 / #7 – Translate quantitative or technical information expressed in words in a text into visual form (e.g. chart / table) and translate information expressed visually or mathematically (e.g. in an equation) into words.
- Reading / 9-10 / #9 – Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.
- Reading / 9-10 / #10 – By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.
- Writing / 9-10 / #4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
- Writing / 9-10 / #5 – Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- Writing / 9-10 / #6 – Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
- Writing / 9-10 / #7 – Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- Writing / 9-10 / #9 – Draw evidence from informational texts to support analysis, reflection, and research.
- Writing / 9-10 / #10 – Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Mathematics Standards

CC.9-12.S.IC.6 Evaluate reports based on data.*

21st Century Skills and Knowledge

- Communication
- Life and Career Skills
- Financial, Economic, Business and Entrepreneurial Literacy
- Initiative and Self-Direction
- Productivity and Accountability
- Social and Cross-Cultural Skills

KOSSA Standards

- 3001.EK.1 Recognize the importance of maintaining a job and pursuing a career
- 3001.EK.2 Define jobs associated with a specific career path or profession
- 3001.EK.4 Prepare a resume, letter of application, and job application
- 3001.EK.5 Prepare for a job interview (e.g., research company, highlight personal strengths, prepare questions, set-up a mock interview, dress appropriately)
- 3001.EK.6 Participate in a job interview
- 3001.EK.7 Explain the proper procedure for leaving a job
- 3001.EM.2 Research and identify emerging technologies for specific careers
- 3002.OA.1 Determine the roles and functions of individuals engaged in food production and services careers
- 3002.OA.3 Examine education/training requirements and opportunities for career paths in food production and services
- 3002.OH.3 Examine education and training requirements and opportunities for career paths in food science dietetics, and nutrition
- 3002.OH.1 Determine the roles and functions of individuals engaged in food science, dietetics, and nutrition careers
- 3008.OA.1 Determine the roles and functions of individuals engaged in fashion and interior design careers
- 3008.OA.3 Examine education/training requirements and opportunities for career paths in fashion and interior design
- 3003.OA.1 Determine the roles and functions of individuals engaged in early childhood education and services
- 3003.OA.3 Examine education/training requirements and opportunities for career paths in early childhood education and services
- 3001.OH.2 Examine education and training requirements and opportunities for career paths in hospitality, tourism, and recreation
- 3001.OH.1 Determine the roles and functions of individuals engaged in hospitality, tourism, and recreation careers

AAFCS Pre-PAC Competencies

1A - Examine roles, functions, and education and training requirements of individuals engaged in education careers.

Learning Targets - [Click here to view Sample Learner Activities](#)

- Name each of the six FCS career majors.
- Analyze career opportunities in each of the FCS career pathways.
- Demonstrate appropriate social skills relevant to the career cluster.
- Develop a career portfolio (sample job application / cover letter / resume / thank you letter).
- Identify and practice proper interviewing skills.
- Use National FCCLA Programs to enhance course content and career preparation.